Developing an English Students Workbook for Undergraduate Students of Kertarajasa Buddhist College

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Abstract

The need of English as the foreign language has been increasing significantly. Responding to the recent drastic change in English education, the English language programs worldwide have become increasingly aware of the need for curriculum. It is because effective language teaching and learning can only be achieved when teachers are aware of the learner needs, capabilities, potentials, and preferences in meeting these needs. (Toztzou 2014).

Demands for the higher education level make the need analysis especially for English learning at the college level is also necessary. The present research attempted at carrying out needs analysis on one of Buddhist College in Indonesia. The subject of this study was a Buddhist college located in municipality of Batu, Malang. The name was Sekolah Tinggi Agama Buddha (STAB) Kertarajasa Batu, situated in Jalan Ir. Soekarno No. 311 Batu.

The study was Research and Development (R&D) in which the main purpose is to develop educational product, in this term is student workbook. The researcher conducted several steps to develop an appropriate an English student workbook.The prosedures are; (1) needs analysis (2) product planning (3) product development (4) product validation (5) product revision I (6)product try-out (7) product revision II (8) final product. The data of the study were collected through the observation, questionnaire, interview and expert validation checklist.

Based on data of need analysis which was followed by 52 students who filled the questionnaire, most of the students conveyed that they have a problem in learning English. Also, there is not appropriate textbook available in the learning process. The students need a guide book used in the learning process. To solve this problem, the researcher developed an English student workbook based on the students need. The results of need analysis become the basis of how the researcher composed the workbook.

The developer needed to ask for judgment from the expert validators to attain the validity of the materials and the contents of the workbook. It involved two experts whose expertise in current research. They were experienced and knowledgeable in the domains of language program and knowledgeable developing instructional material for teaching English. Besides, the researcher applied try out from the draft of the workbook to gain empirical validity.

It can be said that through the entire steps of research and development, the materials are trust worthy and appropriate to be applied in the class. The researcher found that the students have good respons towards the developed book. They are interested in learning English because the book is helpful and offer activities to practice their Englih skill. Besides, the cover of the book is more colourful and it is consist of some activities and excescises. In addition, the experts said that in terms of operation, the book is excellent. The pictures and illustrations are good. In general, the language used is acceptable. The other good point of the developed book is the guide for teacher and students in the form of how to use the book page. Also, the content mapping is made orderly.

All above mention is about the strength, By far here some possible weakness of the product. First, pedagogically, the techniques in the book can be improved. Second, the researcher did not develop the material in ICT based student workbook. Therefore, these weaknesses could be used for the suggestion of the future researcher and the book developer.

Finally, the educational product of this research of the developing English materials in the form of student workbook which were completely revised, arranged, and designed based on expert validation and try out result. So, the materials were completely developed.

Keywords: need analysis, workbook

The need of English as the foreign language has been increasing significantly. It is proven by the demand of the English ability both written and spoken in many areas, including job vacancies. They require English skill as one of the requirements for the admission. Therefore, this trend makes the English is taught from the early age.

In response to the demand of good ability in English communication as English a Foreign Language (EFL) in Indonesia, this trend makes the English are added in the curriculum as one of the subjects learned by the students. Therefore, the addition of English as a compulsory subject has been a major change and a huge concern.

Basically, the learning of English as a Foreign Language (EFL) in Indonesia has begun at the elementary, middle, high, and at the higher education level. Every education level has a different level of difficulty. The lower level presents the simpler English. At the college level, thing becomes increasingly complex. Due to the process of study, as learning progresses, some aspects like the demand to be able to communicate, write, and conceive international journals written by using English are becoming more complex so as to improve the quality of the students.

Responding to the recent drastic change in English education, theEnglish language programs worldwide have become increasingly aware of the need for curriculum. Curriculum or syllabus noted as a guideline for carrying out particular program. Brown (2004, p.16)

Demands for the higher education level make the need analysis especially for English learning at the college level is also necessary. Need analysis is an effort to

find information about students' needs. This is also explained by Hamlan (2015, p.18) that one of the main purposes of the needs analysis is to understand the necessary changes which should be done in order to improve the curriculum by means of content specification in the field of English language learning. In addition, Jack C. Richards states that need analysis is a procedure to gain information from the student needs (2001, p.51). Based on the quotation, need analysis is important to be done in an effort to improve students' English skills.

Since, this is because effective language teaching and learning can only be achieved when teachers are aware of the learner needs, capabilities, potentials, and preferences in meeting these needs. (Toztzou, 2014)

At the present time, research on need analysis is quite popular among ELT researchers. It is proved by a number of studies on the needs of studies such as

Albakrawi (2013), whose study aimed to identify the English language needs for secondary school students' hotel stream in 2012/2013 in Jordan. Emphasizing topics and themes which are related to students' needs and interests and compatible with their background, experience, and abilities motivates students to learn and encourages them to build self-confidence and positive attitudes learning to increase English proficiency.

Moreover, Adhabiyyah (2014) conducted a need analysis research and material development in English for specific purposes in relation to English for Islamic studies. In other words, researcher employed need analysis to improve the students' knowledge of English and solve their language problems dealing with their need.

To be unique from previous studies mentioned above, the present research attempted at carrying out needs analysis on one of Buddhist college in Indonesia. The subject of this study was a Buddhist college located in municipality of Batu, Malang. The name was SekolahTinggi Agama Buddha (STAB) KertarajasaBatu, situated in Jalan Ir. Soekarno No. 311 Batu.

Sekolah Tinggi Agama Budha (STAB) Kertarajasa, was formerly named "Dhammadipa", was founded in 2000 by Yayasan Dhammadipa Arama through the operational permit from Department of Religious Affair of Indonesia. After one academic year, on October 7th, 2002 the Department of Religious Affair of Indonesia stated that the college is officially registered with Study Program of Dharma Achariya, it has B accreditation.

The study program was established with intention to provide opportunities for people of the eligible age to study Buddhism as well as to prepare them to be educators of Buddhism and spreader of Dhamma who are able to face the more complex future.

In STAB KertarajasaBatu, there were two English subjects being taught to the students, namely English I and English II. Both of them were general English intended to improve the students' English skills. From the surface, the researcher has seen some issues around the English learning in STAB Kertarajasa.

Firstly, the researcher observed that the students of STAB Kertarajasa were coming from different places. The diverse educational background of the students made their English ability varied. This can cause problem dealing with English

learning processes, as Harmer said that educators see mixed ability in the classroom is problematic.(2007, p.127) Furthermore, there have been some instances in which some students did not pass the course. It is because the students thought that they have difficulties dealing with English learning as the Foreign Language. Supported by Harmer (2007, p.278), students deal with a productive task can become very desperate when they have no word or grammar to express their feeling. Clearly, this issue caused the researcher interested in conducting a need analysis research in order to solve it.

Secondly, the issue came from the college side, which did not provide specific and updated syllabus which meets the students' needs. This has forced the lecturer hardly to be creative in arranging the materials to teach the students. Supported by Harmer (2007, p.121) it is important to aware about the syllabus, curriculum and the policy of the institution. Indeed, need analysis was to be conducted towards the needs to achieve an acceptable result in English learning.

Based on the fact above, the writer took much interest in conducting the research dealing with analyzing the subject's needs for the betterment of English learning in STAB Kertarajasa (SekolahTinggi Agama BudhaKertarajasa).

Here, the reseacher wanted to examine what was needed by the subject regarding the improvement of English lesson. Specifically, the subject included the undergraduate students of STAB Kertarajasa and the English materials used in the college to teach the students.

In the need analysis stage, the researcher found that the students aware about the important English for them. About 76.9% students said that English is very important from them. It is because of some reasons, first, the need of English as the communication tool. Second, English includes in education curriculum. Third, English as the key of knowledge. The fourth, English used to fulfill job requirements in which require them to be able to use English written or orally. It is supported by Castro, communicate in a foreign language that will give them the capacity of looking beyond their language and culture. Moreover, speaking English will open doors to the students who will be able to speak to people whose native languages are different from theirs. (Castro, 2015)

In addition, in the need analysis process, the researcher found that the students already understood the important of English but some of them (61.5%) do not like English lesson because they got difficulty in learning English. In other words, they have some problems dealing with learning English, some of them said that it is because of their low motivation in learning English, lack of vocabulary, low practice, afraid of making mistake, the different form of grammar especially form Bahasa Indonesia l1 and English l2, and the needs of guidance it could be a guide the one who is expert in English, the second is guide in the form of guide book, we call it as instructional material.

Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. (Amadioha 2009) It is supported by Richard that instructional material generally serves as the basis for much language input learners receive and the language practice that occur in the classroom. (2001 : 251) He added, these may

take form a printed material such as books, workbooks, worksheets, readers. Then, non print material such as cassette, audio materials, videos, and computer based materials. Also, material that comprise both print and non print sources.

In this case, the reseacher will focus on the existence of students' book in STAB Kertarajasa. A book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. (Tomlinson, 2011).

By far in the teaching and learning activities the researcher found that, the lecturer has already used some sources in teaching and learning process such as some printed material like handout, worksheet and English conversation text book. But, some of the students said that they need specific workbook used for the learning process in order to be used as the supplementary materials that support the learning process. It is about 61.5% student said that the supplementary material in the form of workbook it is highly needed by them. And the rest 38.4 % of the students agreed with that too. Since, the existence of the supplementary material in the form of a workbook will make them easier to learn English.

Workbook or worksheet is supplementary materials that support the main materials or textbook. It contains a lot of exercises for classroom activities of home study. (Rosyid 2017) In other words, workbook is one of the printed tools used in classroom in order to help the teacher to teach and train the students for mastering the lesson.

To support the statement, the researcher gain some additional information to strengthen the need analysis result by interviewing some other sources such as the English lecturer, course coordinator, faculty member, alumni, and also the stake holder. From the data gathered it can be concluded that they are agree to the additional existence of student supplementary workbook for being used in the learning process in STAB Kertarajasa. The existence of the student workbook could help the student to practice their English and support the learning processes.

In this case the students could follow the lesson and see the material by each unit. While they can easily practice, discuss the English using that workbook and guide them to learn English.

In summary, the data from the need analysis explain that students said they are afraid to speak31.2%, lack of vocabulary 38,4%, lack of grammar 32.6%. Also, in need analysis step, researcher found that there is not specific book used by the students, they just got handout and sometime used conversation book. Therefore, about 61,5 % students said that it is they strongly need the supplementary material in the form of student workbook, and the rest 38.4% agree that too.

Based on the students questionnaire the criteria of the workbook that they need are 1) there is a review about the topic or theme being taught (34.6%), 2) there are a lot of exercises to facilitate the practice the skill (23%), 3) there are a lot story to read and learn (19.2%), 4) there are a lot of attractive picture and colorful book (23%)

From that information, the researcher uses it as the basic information to develop the proposed syllabus then use as the foundation of the workbook development. This made the research become a challenge to conduct.

Therefore, the existence of students' workbook in the learning process is needed. At the conclusion, the researchers would like to develop a workbooks as the instructional material to meet with the students need to overcome their problems.

Method

Research Design. Given the characteristics, this study was purposed to develop a workbook as an instructional material to teach English. Therefore, the design of this study is Research and Development (R&D). The major goal of this study is to develop English workbook for undergraduate student of STAB Kertarajasa Batu. The final product of this study is the teaching material in the form of a workbook.

There are some experts who try to explain more about research and development design. The first one is Latif (2009, p.3) who states that research and development is aimed to solve the classroom problems by creating more appropriate instructional media or instructional assessment instrument. Whereas, Borg and Gall (1983:772) define educational research and development as the process of developing and validating educational product that are ready and can be used in the schools. Since the study is categorized as research and development (R&D), the researcher adapted the steps based on Borg and Gall.

Research Procedure. There are some steps namely: (1) need analysis, (2) planning, (3) product development, (4) product validation, (5) productrevision, (6) product try-out, (7) product revision, and (8) final product.

Need Analysis. Needs Analysis is the first step in this study. Borg and Gall (1983:775) state in his book that in this stage the researcher collects the information from classroom observation, review of literature and the preparation.

Since, the researcher had done the observation at STAB Kertarajasa and found that there was a problem in the learning process. To support this opinion, the researcher conducted the needs analysis steps started on January 29th,2018 by interviewing the English lecturer and distributing students' questionnaire.

The use of some questions in interview guide and questionnaire were intended to find out the information from the lecture and students' thought about the English classroom learning process. For additional information, researcher interviewed faculty member, course coordinator, alumni, and stake holder.

Planning. After the researcher had done the needs analysis steps, the researcher planned to develop the instructional material to overcome the student's problem in English learning. Borg and Gall (1983) state that planning is the step in which the researcher started to state the objective of the study, explain the skills, decide the course steps, and test the small scale feasibility. "Planning is important because it is to anticipate the material, professional help and field-test sites"(Borg and Gall, 1983:780)

The researcher analyzed the syllabus, the course book, and the other related documents that were used to teach English in order to develop the materials of the workbook. After the researcher determined the skills and analyzed the student's hand

book, the researcher proposed a syllabus ,then researcher planned to develop the product and went to the product development.

Product Development After the researcher found the student's problem and need related with the English learning, she defined the objective, determined and proposed a syllabus. Then, the researcher started to develop the product. According to Borg and Gall (1983:781) this step was to produce a preliminary form of the educational product that could be used in English learning process at the school. Developing the instructional material under this study which was in the form of a workbook.

Product Validation The product validation step is the step which aimed to check whether the educational product was appropriate or not with the set of the criteria based on the expert's personal judgment. Borg and Gall (1983:782) express that this step is based on the qualitative evaluation about the product. The expert validation checklist was intended to know whether or not the educational product was ready to be tried-out.

Some expert would be selected to be asked for their comments and judgments in this phase. The experts who were experienced and knowledgeable in the domains of English language teaching program and knowledgeable at developing instructional material for teaching English.

Product Revision I Revision I was done after gaining some information related to the educational product in the form of workbook from the expert validation. Board and Gall (1983:783) say that in this step, the researcher compiles and analyzes the information used to make revision. After that, the reseacher went to the next step that was the try-out used to gain the information to make the instructional material better. This step aimed to make the workbook ready to be implemented to the students.

Product Try-Out After the first revision had been done, the researcher conducted the try-out. This process was done to check whether or not the educational product achieved the objectives. The aim of this step is to gain the information that can be used as the improvement of the educational product (Borg and Gall, 1983:783). In this try out, there were a group consisted of 26 students. The researcher conducted the research with the 1thsemesterof undergraduate students at STAB Kertarajasa Batu. The purpose of this step was to see whether or not the instructional material matched with the student's needs. This section was to measure the material whether it is suitable to use based on the lecture's and the student's perception or not. Then, the information was used for the second product revision.

Product Revision II As what has been explained before, after the information was complete and the researcher had analyzed the data, the researcher went through the final revision (Borg and Gall, 1983:786). In this step, the information was gained from the classroom observation, questionnaires and interview with the students and the lecture related to their perception about the educational product developed in this study. After that, the researcher revised the workbook based on the data in this stage.

Final Product. The final product of this study was in the form of the workbook named "Link to English" that was used as the instructional material to teach English especially for undergraduate students of STAB Kertarajasa Batu. The results in this stage were gained from the result of the try-out and expert validation process.

Results The Results of Need Analysis. Based on the data collection in questionnaire, there are some consideration on the finding that the developer or researcher need to take a look deeply with their own answer. The results data are follows:

Table 4.1 The Result of Students' Need in Questionnaire Form

No	Answering A	Answering B	Answering C	Answering D
1	5 (9.6%)	20 (38.4%)	26 (50%)	1 (1.9%)
2	40 (76.9%)	10 (13.2%)	2 (3.8%)	-
3	12 (23.0%)	32 (61.5%)	8 (15.8%)	-
4	17 (32.6%)	10 (31.2%)	20 (38.4%)	5(9.6%)
5	9 (17.3%)	11 (21.5%)	22(42.3%)	10 (19.23)
6	23 (44.2%)	31 (53.6%)	-	-
7	-	12 (23%)	30 (57.6%)	10 (19.2%)
8	7 (13.4%)	7 (13.4%)	20 (38.4%)	18 (34.6%)
9	32 (61.5%)	20 (38.4%)	-	-
10	18 (34.6%)	12 (23%)	10 (19.2%)	12 (23%)
11	30 (57%)	12 (23.0%)	10 (19.2%)	-
12	19 (36.5%)	31 (59.6%)	3 (5.7%)	-
13	8 (15.8%)	30 (57.6%)	14 (26.9%)	-
14	15(28.8%)	22 (42.3%)	15 (28.8%)	-
15	30 (57.6%)	6 (11.5%)	16 (30.7%)	-

From the result of the students questionnaire in table above it can be seen that awareness of the English to be learnt is quite high it proves by the data shown about 76.9% students said that learning English is important. But, the students have to deal with the problem of mastering English as Foreign Language. About 61.5% students said that it is hard to master English.

The students said they are afraid to speak31.2%, lack of vocabulary 38,4%, lack of grammar 32.6%. In this need analysis step, researcher found that there is not specific book used by the students, they just got handout and sometime used conversation book. Therefore, about 61,5 % students said that it is they strongly need the supplementary material in the form of student workbook, and the rest 38.4% agree that too.

Based on the students questionnaire the criteria of the workbook that they need are 1) there is a review about the topic or theme being taught (34.6%), 2) there are a lot of exercises to facilitate the practice the skill (23%), 3) there are a lot story to read and learn (19,2%). 4) there are a lot of attractive picture and colorful book (23%)

From that information, the researcher uses it as the basic information to develop the proposed syllabus then use as the foundation of the workbook making.

Interview conducted by the researcher to the subject specialist (in this case English lecturer) during the needs analysis phase. It was found out that most of the students have difficulties in learning English. The lecturer emphasize that it was highly expected that the first semester students mastering the English subject, especially English in general. It focuses mostly and basically about English in daily use and it covered all the English skills such as Listening, Reading, Speaking and Writing. The other materials to support the students need is due to the general English as the basic and additional Buddhist content as a reference for students to learn.

The lecturer stated about the students' interest in learning English. Most of students realized that mastering English was a necessary to be used for a successful daily communication. They have already had a very high motivation and confidence towards learning English. Based on the phenomenon, most of students were enthusiastic in every material of English subject.

However, the college itself did not provide a specific and updated syllabus which meets the students' needs. This has forced the lecturer hardly to be creative in arranging the materials to teach the students.

In addition, in the need analysis process, the researcher found that the students already understood the important of English but some of them (61.5%) do not like English lesson because they got difficulty in learning English. In other words, they have some problems dealing with learning English, some of them said that it is because of their low motivation in learning English, lack of vocabulary, low practice, afraid of making mistake, the different form of grammar especially form Bahasa Indonesia l1 and English l2, and the needs of guidance it could be a guide the one who is expert in English, the second is guide in the form of guide book, we call it as instructional material.

By far in the teaching and learning activities the researcher found that, the lecturer has already used some sources in teaching and learning process such as some printed material like handout, worksheet and English conversation text book. But, some of the students said that they need specific workbook used for the learning process in order to be used as the supplementary materials that support the learning process. It is about 61.5% student said that the supplementary material in the form of workbook it is highly needed by them. And the rest 38.4 % of the students agreed with that too. Since, the existence of the supplementary material in the form of a workbook will make them easier to learn English.

Therefore, the existence of students' workbook in the learning process is needed. At the conclusion, the researchers would like to develop a workbooks as the instructional material to meet with the students need to overcome their problems.

Additional information gathered from alumni, based on her opinion, English is extremely needed especially for communication internationally as well as globally. She had the same idea with the researcher about the development of the workbook which emphasized on language skill since it is very important to master the English

as a foreign language as a basic for studying in abroad, daily communication, as well as the English reading comprehension.

To gain more information, researcher gained some information to one of the faculty member, Based on his opinion, the existence of students' workbook is a necessary. He stated that the purpose of learning English in Kertarajasa Buddhist College is to improve the students' English skill that they have learned before in previous level of study since the book could help the students to master the English material which expected by the college.

Another information gathered from, Christin Setiono, SE was one of the stakeholders STAB Kota Batu who works at My Little Island School as the development programmer. From the interview which was conducted on February 16th, 2018, it was found out that her institution requires and obligates the mastery of English to the lecturers. It was because this institution is a sort of international school so the teacher must at least know the vocabulary which is regularly used.

The materials which are needed in the institution is about daily communication, and of course the four English skills especially productive skills such as speaking and writing. This information used as the basis information to develop the book.

The Developed Material the final product of this study is an English students' workbook named LINK to English. The differential from the previous book is that the developed textbook only focuses on conversation material while the developed book is more focuses in the use of four language skills and two language component (vocabulary and grammar). Also, it provides more interesting design, more examples of each material, and exercise for students to do outside the teaching learning process.

After the researcher found the student's problem and gaps as well as the needs related with the English learning, she defined the objective, determined and proposed a syllabus. Then, the researcher started to develop the product. The focus of developing the instructional material in this study was in the form of a workbook.

The Result of Expert Validation Firstly, when the researcher finished the draft of the product, the researcher consults it to the expert for ensuring whether the developed materials were valid or less valid to be applied to the students in the classroom during the teaching and learning process. The expert's opinions, comments, correction, and suggestions were necessary for revision in order to make the draft better. Before that, the researcher supplied check list and suggestion form as instrument to evaluate and validate the product.

Overall, this book is quiet applicable and suitable with the material for undergraduate students of STAB Kertarajasa Kota Batu with the topic and its level of vocabulary. Therefore, this LINK to English student workbook is declared as worthy to be tried out.

The Revision Based on Expert Validation. After having the expert validated, the researcher revised the product based on expert validation checklist and suggestion. The revisions are about the instruction, some mistake in grammar, spelling, and some of the blurred illustration. Further, the researcher add some Buddhist term and change the weaknesses of all aspects more attractive and communicative.

In this revision, the researcher also revised based peer review and expert validator checklist Prof.Dr.H. Gunadi Harry Sulistyo, M.A who was experienced and knowledgeable in the domains of language program and knowledgeable developing instructional material for teaching English. He suggested that the instructional of activities must be clearer whether it is a pair, group or individual work. It aimed the students understood what they will do without asking to the lecture, they can learn by themselves. Additionally, he suggested the researcher to make the picture clearer in order to make a good colorful book more attractive and students are interested to practice.

Try Out After the first revision had been done, the researcher conducted the try-out. This process was done to check whether or not the educational product achieved the objectives on April 29 th2019. The researcher asked the permission of the institution to apply and try out the material of the workbooks.

Based on try out, After the first revision had been done, the researcher conducted the try-out. This process was done to check whether or not the educational product achieved the objectives. The aim of this step is to gain the information that can be used as the improvement of the educational product (Borg and Gall, 1983:783).

In this try out, there were a group consisted of 26 students. The researcher conducted the research with the 1thsemester of undergraduate students at STAB Kertarajasa Batu.

The purpose of this step was to see whether or not the instructional material matched with the student's needs. This section was to measure the material whether it is suitable to use based on the lecturer's and the student's perception or not. Then, the information was used for the second product revision.

In this try out, there were a group consisted of 26 students. The researcher conducted the research with the 1thsemester of undergraduate students at STAB Kertarajasa Batu.

In this try out step, researcher distributed the copy of the book to the whole students in the class. While presenting it on the screen, researcher explain about the book, how to use the book, and practice to use the book as the teaching material used in the classroom process. Researcher taugh English lesson and focused at the first unit by using this book. For about one and a half hour researcher used the book. Then, researcher gained the information abou t the product that have been tried out by distributing the questionnaire toward the students.

The Result of Students' Questionnaire in Try out

No	Points of analysis	Response	Total	Percentage
1	Layout and design of the material	Very attractive	7 students	26.9%
		Attractive	19 students	73.9%
		Enough	0 student	-
		Less attractive	0 student	-
2	The attractiveness of the materials	Very attractive	10 students	38.4%
		Attractive	14 students	53.8%
		Enough	2 student	7.6%

		Less attractive	0 student	-
3	Students' easy comprehension the instruction	Very easy	4 students	15.3%
		Easy	10 students	38.4%
		Enough	10student	38.4%
		Bad	2 student	7.69%
4	Students' easy comprehension the material	Very easy	5 students	19.2%
		Easy	7 students	26.9%
		Enough	9 student	34.6%
		Bad	5 student	19.2%
5	Students' opinion of textbook needed inside and outside	Very good	9 students	34.6%
		Good	13 students	50%
		Enough	4 student	15.3%
		Bad	0 student	-
6	Students' opinion of developed materials	Very good	8 students	30.7%
		Good	11 students	42.3%
		Enough	7 student	26.9%
		Bad	0 student	-

Question number one is about layout and design of the book They gave good response of the layout, design, and the picture used in the product. Moreover, the developed material printed colorfully and good layout. It is proven by the data shown 73% students agree that the book is attractive and the rest 26.9% said that the book is very attractive.

Question number two was about student's general opinion of the material which used in supplementary students workbook whether the material was attractive or not. Generally, the participant gave positive response about the developed material. Majority 53% of the students in class said that the developed material were very attractive.

Question number three and four of the questionnaire is concerned with the language appropriateness on the students' easy comprehend. This covered the language of the materials' instructions, text,task, and explanation. The result showed that the product was appropriate with the students' need.

Question item number five evaluated the students' opinion about the book need inside and outside the class. The result showed that 50% students agree that the book needed was very good for the students inside and outside the classroom. The developed material also was applicable both in class and outside the class.

Question item number six was to know about the students' opinion on the activities of the developed material in the textbook. Most of the students about 42.3% claimed that the developed material were good, 30.7% said that the book is very good. The developed material covered the students'need. They are satisfied with the developed material that have been already tried out to them.

In short, the researcher found that the sudents have good respond of the developed book. They have motivated to learn english. They interested in learn english because the book is helpful and offer activities to practice their English skill. The students feel more happy to learn. Besides,the student also suggest to add more

picture add more activities, excescise, and information about Buddhist in English. It helps the students have more chance to practice and develop their their skill better than before.

Final Product. After the researcher conducted the tryout and collected the data from the questionnaire, the researcher did the second revision of the weakness of the product. This revision was done by the researcher based on the result of questionnaire to students. The product still had the weakness such as the need to add more picture.

Overall, the students showed positive attitudes toward of the use the developed materials. They confessed that the book is attractive, the design is interesting and they could follow the teaching and learning process and they would like to use the developed material during inside and outside of the class time.

In addition, the expert Prof Gunadi said that in terms of operation, the book is excellent, In general, the language used is acceptable. The second expert, Dr. Ekaning Dewanti Lakmsi, M.A, M.Pd added that the good point of the developed book is the guide for teacher and students in the form of how to use the book page, the picture and illustration is good, Also the content mapping is made orderly.

All above mention is about the strength, By far here some possible weakness of the product. First, pedagogically, the techniques in the book can be improved. Second, the researcher did not develop the material in ICT based student workbook. Therefore, this weaknesses could be use for the suggestion of the future researcher and the book developer.

Finally, the educational product of this research of the developing English materials in the form of student workbook which were completely revised, arranged, and designed based on expert validation and try out result. So, the materials were completely developed.

Conclusions The final product of this study is a student workbook named LINK to English. The developed workbook is design undergraduate students of STAB Kertarajasa. The book is more applicable and proper prior to students' need in learning English. It provides more interesting design, more examples of each material, and exercise for students to do both inside and outside the teaching learning process.

In line with the proposed syllabus as the basic step to develop the book, the workbook is designed for fourteen meetings. There are 7 units available in the book. The materials are to achieve the expected competencies of graduates.

LINK to English Student Workbook is designed to facilitate the students, especially undergraduate students of Kertarajasa Buddhist College (STAB Kertarajasa), to communicate in English according to context of the language use.

LINK to English Student Workbook, offers some activities available to the students to do both individually or group to do in pairs with other students. It is designed enable the students to learn by themselves, or guidance by the lecture. The activities explore the creativity, skill, and language practice.

The students are expected to be skillful in English especially for their language skill by doing exercises, acting out the dialogues, constructing sentences or

paragraphs and the other activities that facilitate the students to be skillful in using English as Foreign Language (EFL) in communication.

In the language class, the students get more learning experiences that enable them to develop their English competence both the language skills or components more intensively by learning from this LINK to English workbook.

With LINK to English student workbook the students are directed to be able to respond to some literary works, learning some daily expressions and conversations, etc.

In terms of prerequisites, LINK to English workbook calls for prior competence of at least A1/A2 in CEFR (Common European Framework of Reference) and aims at elevating students' competence to the level of B1.

In short, the researcher found that the sudents have good response of the developed book. They have motivation to learn english. They are interested in learning English because the book is helpful and offer activities to practice their skill. Besides,the cover of the book is more colourful and its consist some activities and excescise. It is very valuable because the students have more chance to develop their English ability and practice their skill better than before.

In addition, the expert Prof Gunadi said that in terms of operation, the book is excellent, In general, the language used is acceptable. The second expert, Dr. Ekaning Dewanti Lakmsi, M.A, M.Pd added that the good point of the developed book is the guide for teacher and students in the form of how to use the book page, the picture and illustration is good, Also the content mapping is made orderly.

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Suggestions After the developer carried out the study, the researcher gave some recommendations related to the research findings and discussion. In this part, the researcher proposes some recommendations.

From this study the researcher gave some suggestions related to the weaknesses of this educational product called "LINK to English" student workbook used as the instructional material to teach English.

For the English lecture, the researcher would like to present some suggestions. Firstly, the lecturer will act as a facilitator, guide the brainstorm and gives feedbacks to the students of the provided material in the book. In this case, the lecture should use various brainstorming activity and guiding methods so the students will not be bored and make them loss their motivation to keep learning and practicing.

Second for course coordinator, regarding the curriculum and syllabus that every campus has already had, it is important to do an analysis for curriculum and syllabus toward students' need and interest. Selecting the appropriate material and

suitable workbook will be contributed on the institution moreover for the students to gain their achievement better.

For the future researcher who would like to develop the workbook as the educational medium for teaching English, they can change the subject, theme, design, and topic that is match with the students needs and its syllabus.

And for the next material developers may develop the material in ICT based, because ICT is a technology which can be used as a media to catch students interest in learning English.

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